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the war to recognize the gravity of the problem. A large body of exact knowledge will be available to assist those whose business it will be to set the care and treatment of mental disorder on a new footing. Psychiatry will emerge from the war in a state very different from that it occupied in 1914. Above all it will be surrounded by an atmosphere of hope and promise for the future treatment of the greatest of human ills.

W. H. R. RIVERS
UNIVERSITY OF CAMBRIDGE

INTELLECTUAL INTERCOURSE BE-TWEEN ALLIED AND FRIENDLY COUNTRIES

IN the beginning of 1917, there was founded in Italy, with its seat at the University of Rome, a society having the title: *Associazione italiana per l'intesa intellettuale fra i paesi alleati ed amici* (Italian society for intellectual intercourse between allied and friendly countries). Its president is Senator V. Volterra, and the names best known in the literature and science of Italy are represented on the committee which directs its work.

The name of the society is self explanatory—in the publication of a quarterly review, entitled *L'intesa intellettuale*, its work has already begun in a definite way. The purpose of the review, which is the same as that of the society, may be explained as follows: (1) More active and frequent intercourse between universities, academies of science, and, in general, educational institutions of the allied and friendly countries; (2) increased teaching of the Italian language in foreign countries, with greater extension in Italy of the teaching of the languages of allied and friendly countries; (3) exchange of teachers of every order and rank; (4) reciprocal acknowledgment of the requirements for admission to the universities and courses of lectures; (5) exchange of students either for special study or to acquire general knowledge of the different countries; (6) to facilitate the exchange of publications and books and to increase knowledge of Italian works; (7) to

make known by translation the best Italian works; (8) cooperation in the field of science and its practical applications, and especially in the law in regard to questions of private law; (9) intellectual relations of every kind between people who wish to render more close, durable and fruitful the union of the nations which fought the battles of civilization together.

Some of these purposes coincide with those stated in the outline of the plan for an inter-allied research council proposed by Dr. G. E. Hale. In the National Research Council, founded by him at the beginning of the present war, Dr. Hale planned a constant interchange of methods and results which would secure the complete cooperation of the Allies and the United States, and provide means of reaching common agreement between them in regard to the immediate necessities of the war, and now for the more fruitful works of peace.

Probably in no country other than Italy are to be found so many foreign institutions for research in science, literature, history and the arts. These are of course means of cooperation and exchange, but the exchange is now only on one side owing to the lack of similar organizations for Italian people in foreign countries. The principal difficulty in cooperating with us is certainly that of language; and there is no doubt that the English and Italian speaking peoples should become more familiar with each other's language in order to acquaint themselves better with Italian and English works.

As exchange of teachers and students is one of the best methods of overcoming this particular difficulty, in July, 1917, our Ministry of Public Instruction elected a committee with Senator V. Volterra as its president to study and draft a law regulating the exchange of teachers and the interscholastic relations of Italy with foreign countries. Early in 1918 the committee presented its plan, in a report which gives its fundamental conceptions and principal arrangements. These are given in the first article of the first issue of *L'intesa intellettuale* and are here summarized.

According to its program the committee proposes that an independent office be instituted in the Ministry of Public Instruction to promote and direct the exchange of teachers with foreign countries, to send abroad Italian men of letters for historical or scientific research or to teach, to summon foreign teachers or students to Italy, to regulate fellowships, to provide eventually for the foundation of Italian institutions of higher education outside the boundaries of Italy, and to cultivate in every way our intellectual relations with other nations.

The office will consist of a council and an executive board, with the Minister of Public Instruction as president of both. In the council, composed of twenty-one members, the faculties of the universities, the Minister of Public Instruction with the two general directors of higher and secondary instruction, the Ministry of Foreign Affairs, that of Agriculture, of Industry and Commerce, and the Congress are all duly represented. As the Ministry of Public Instruction is given power to elect two members at large, elements outside the school and state administration may also have representation.

With full autonomy in its deliberations and in the administration of funds which must be assigned by the departments concerned, the office has that freedom necessary to accomplish its varied and delicate functions.

The council issues every year a general program of the various activities of the office, but the really active body is the executive board composed of seven members elected by the council from its own members.

The law which has already been mentioned gives rules for those going to foreign countries to teach or to study, providing for their legal status and for that of foreign professors who come temporarily to Italy for the purpose of teaching. The Italian professors who, by the arrangement of the office and with the approval of the proper ministry, go to foreign countries, are divided into three classes according to the length of time they are to be absent from the kingdom: for less than one

year, for more than one year and less than five, or for more than five years. On the foreign professor who teaches in Italy is conferred the dignity of the Italian professor of equal rank, and legal validity is given to his course of lectures, under certain conditions.

The last part of these regulations determines the legal value of studies pursued outside the kingdom, of study of foreigners in Italy, and of the fellowships. In general, studies and examinations taken in state institutions or those of equal rank in foreign countries are accepted as of the same value as studies and examinations taken in schools of the same rank in Italy. The fellowships are not restricted, as hitherto, to graduates, but may also be awarded to university students who desire, for the sake of some special work, to visit laboratories, libraries, or foreign archives. Every year a certain number of fellowships is offered to students and graduates (provided they are of not more than two years standing) of high schools, normal and professional schools, and special institutions, in order to make it possible for them to follow courses of study in foreign countries. Among the advantages of such a plan, by no means the least important will be the preparation of good teachers of foreign languages.

The outline given here offers nothing more than the general plans of an extended program. The law itself will constitute the basis for proposed international conventions to facilitate and promote our intellectual relations with foreign countries, and to extend knowledge of Italy beyond our boundaries on the one hand and, on the other, to gain information about the friendly countries.

To give rapid development to this plan and to cooperate with the state institutions in Italy and abroad for its accomplishment is of course one of the most important tasks of the Italian Association. Probably similar associations in the allied and friendly countries will be able to cooperate with it for this purpose.

The other articles of the first two issues of *L'intesa intellettuale* which reached this country deal with the organization of the

schools and educational institutions in Italy and abroad. These articles are by Piero Giacosa, on the "Institutes of Experimental Sciences" (physics and chemistry); by Pietro Bonfante, on the "New Scientific Degrees"; by Eugénie Strong, on the "Britannic School in Rome"; by Alfredo Ascoli, on a "Legislative Alliance"; by Andrea Galante, on the "English Education Bill of 1917"; by L. Duchesne, on the "Transformation of the University Teaching in France"; by V. Scialoja, on the "Giuridic Entente between France and Italy"; by P. S. Leicht, on the "College of Spain and Flanders in Bologna," and by G. Castelnuovo, on the "Reform of the Engineering Schools in France."

We should soon like to see some articles on the educational institutions and research laboratories of the United States and to learn of their vast development and progress along these lines. We would recommend that American scholars write these articles and in them present also their suggestions for the most interesting studies and fields for research in science, literature and law, and indicate the schools, colleges and laboratories that might most profitably be visited by Italian colleagues and students, in order to begin this intercourse and cooperation from which many advantages are to be expected.

GIORGIO ABETTI

WASHINGTON, D. C.

GEORGE FRANCIS ATKINSON

IN the death of George Francis Atkinson American botany has suffered an incalculable loss. Stricken unexpectedly he died at the beginning of what promised to be his most productive period of activity. Having served for more than a quarter of a century as professor of botany in Cornell University he had only recently been relieved by the trustees of all teaching and administrative duties in order that he might give the remaining years of his life to uninterrupted research. He hoped particularly to be able to complete and put in final form for publication his mono-

graphic studies on the fleshy fungi of North America. In the pursuit of this undertaking he had gone without assistants for an extended collecting trip to the far west. Here with characteristic enthusiasm for his work and lured by the surpassing richness of the fungous flora near Mt. Ranier he overtaxed his strength, exposed himself to inclement weather, and contracted a severe cold. This rapidly developed into influenza followed by pneumonia, and he died on November 15, in the Tacoma Hospital at Tacoma, Washington. His end came suddenly and found him alone far from friends and home. After his removal to the hospital, though critically ill, his chief worry concerned the recently collected specimens which he had been forced to leave uncared for in the room of his boarding house. Shortly before he died, in his last delirium, he attempted to dictate to his nurse some notes concerning his fungi. Thus death found him engrossed to the very end in the science which he had so long served and which he loved so well. He lies buried at South Haven, Mich., near the home of his boyhood. Ithaca and Cornell will not see him again. To his friends and colleagues it is a thing incredible that his genial personality and brilliant mind are gone from among us. The words, "Professor Atkinson is dead" have passed from lip to lip and left us almost unconvinced. The memory of him and his work now so clearly before us will serve as a guiding influence through the coming years. It is particularly gratifying to the writer to be able to give here an expression of his appreciation of one whom he revered as a great teacher and valued as a true friend.

Professor Atkinson was born in Raisinville, Monroe County, Michigan, January 26, 1854. He received his preliminary academic training at Olivet College, coming later to Cornell University, from which he was graduated in 1885. The following year he began his scientific career as professor of zoology at the University of North Carolina, and between the years 1886 and 1890 published about fifteen papers in the field of zoology. In 1888 he accepted the professorship of botany and